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## Webworthy-Unique and Interesting Websites

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and commercial and educational Websites. This site is a good jumping off point for new teachers seeking creative ideas to introducing understanding of measurement, counting, and basic decimal math concepts.

**EcEdWeb** [ecedweb.unomaha.edu/teach.htm](http://ecedweb.unomaha.edu/teach.htm), the **Economics Education Website** from the **University of Nebraska** at Omaha [www.unomaha.edu/](http://www.unomaha.edu/), offers K-12 teachers and college level instructors resources for teaching basic economics concepts. Some materials are free and for immediate use, others are available for a small fee. The site is well organized with more than 18 pages of links to economic education resources. Older students should enjoy challenging online games, such as **The Stock Market Game** [www.smg2000.org/](http://www.smg2000.org/). Younger students, will enjoy activities (in PDF format) such as **Wishes and Rainbows** [ecedweb.unomaha.edu/ve/library/WISH.PDF](http://ecedweb.unomaha.edu/ve/library/WISH.PDF), from the **Federal**

ics. Links connect to elementary school teachers' lesson plans,

**Reserve Bank, Boston**, and **My Money** [ecedweb.unomaha.edu/mymo.pdf](http://ecedweb.unomaha.edu/mymo.pdf), from the **Federal Reserve Bank, Richmond**.

Other general teacher resources, from **Awesome Library** [www.awesomelibrary.org/](http://www.awesomelibrary.org/), including curriculum standards from several states, contain the **Math Forum's Internet Mathematics Library** [forum.swarthmore.edu/library/](http://forum.swarthmore.edu/library/), **Teacher's Net** [www.teachers.net/](http://www.teachers.net/), with subject-area and grade-level search capabilities, **Scholastic's Teacher Resources for Math** [teacher.scholastic.com/ilp/index.asp?SubjectID=3&SubheadID=32&TopicID=79](http://teacher.scholastic.com/ilp/index.asp?SubjectID=3&SubheadID=32&TopicID=79) offers games, reproducible forms, and professional resources for teaching money concepts in a stimulating variety of games at all grade levels.

Although this is a drop in the bucket of the educational resources ocean available on the Web for students, parents, and teachers, this list is a good starting point for anyone looking for the basics of money management in fun, interactive, and clearly understood language and graphics. 

## WEBWORTHY

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*Websites selected for broad appeal, depth of information, and ease of access. Sites are organized by broad subject area and are visited just prior to publication. Please let the editor know of any sites that are not accessible. Comments and suggestions welcome to Pamela M. Rose, Health Sciences Library, University at Buffalo, 3435 Main St., Buffalo, NY 14214-3002; 716-829-2408 <[pmrose@acsu.buffalo.edu](mailto:pmrose@acsu.buffalo.edu)>. Unless otherwise noted in square brackets following the description, Internet addresses were published in Science, NetWatch column edited by Jocelyn Kaiser. — PR*

### Archaeology

Aside from the usual membership and merchandising pitch and relevant news items, the revamped Web pages of the **Leakey Foundation** include a nifty interactive timeline that traces the key discoveries (Leakey-funded discoveries are identified by an "L") in human origins from 1847 to the 2001 fossils which pushed *Ardipithecus* back to one million years older than previously thought. Visit the audio archives and hear **Diane Fossey** talk about her years with the mountain gorillas in 1973, or Jane Goodall discuss the mother-child relationship of the chimpanzees. There's also an Educational Resources section including a visual glossary. — <http://leakeyfoundation.org/>

### Charity

It's tough figuring out where you want to donate all those hard earned dollars. **Philanthropic Research, Inc.**, a public charity founded in 1994, makes it easier! With a mission to revolutionize philanthropy and non-profit practice, the **GuideStar** Website offers in-depth information about IRS-recognized non-profit organizations. There is a section for non-profits to register and update their information, as well as donor sections and a fully searchable database of over 850,000 charities.

Financial information includes the IRS 990 form in pdf format. — <http://www.guidestar.com/>

### Chemistry

Flashy fun with reactive materials is what makes chemistry entertaining and memorable, according to **University of Leeds** chemist **Mike Hoyland**. The Delights of Chemistry Website offers animations of some of his most spectacular experiments (most involve fire!), as well as 40 experiments carefully explained for brave chemistry teachers everywhere. — <http://www.chem.leeds.ac.uk/delights/>

### Health

Global health, "health problems, issues, and concerns that transcend national boundaries ... and are best addressed by cooperative actions and solutions," is a major concern of the **Health and Human Services (HHS)** Office of International and Refugee Health. Their global health portal site offers a wealth

of information on current partnerships and programs, a complete listing of government agencies dealing with global health, an extremely current list of upcoming events (such as Secretary Thompson's upcoming visit to Africa on December 1<sup>st</sup>) up to one year in advance, a section with situational information for international travelers, data resources including links and basic information for 42 countries, links to world health statistics, and fact sheets, current news items, and hot topics such as bioterrorism. An extremely useful site for up to date information on health for all nationalities! — <http://www.globalhealth.gov/>

### Linguistics

In an effort to halt the extinction of 50-90% of the world's languages over the next century, the **Rosetta Project** is creating an online Rosetta stone, capturing in print and audio an

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# Backtalk — Reading Is Never Exclusively a Passive Experience

Column Editor: **Anthony (Tony) W. Ferguson** (Library Director, University of Hong Kong)  
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I have been trying hard not to write this column about globalization.

It's not the sort of topic that one expects to find in *Against the Grain*. But it seems so many things have happened lately in my part of the world that talking about globalization and libraries is unavoidable — for me.

It started with a recent taxi ride in Beijing. A local acquisitions librarian was taking me to lunch to eat borscht and other western delicacies. I had just finished giving a talk about American-style collection assessment. I had described the **RLG/WLN/OCLC** conspectus methodology hoping that I might have a new career spreading the gospel of that particular form of collection assessment (a inside joke made for the benefit of all my old friends who know me as one of the few Conspectus true believers). As I got into the taxi, I learned what globalization means: for what to my wondering eyes should appear, but a little red box with 8-10 McDonalds French fries left on the floor by the previous customer. I thought, wait a minute. It is one thing that the Chinese and U.S. students all dress alike, listen to the same kind of music, and seem to like to spend their time hanging [out] with their friends; it's one thing that our libraries are all filled with the same **Elsevier**, **Cambridge**, and **Springer e-journals**; but what has happened to the China that I love when I can now find leftover McDonald's fries in a Beijing cab? Globalization, that's what!

Globalization can mean a lot of things. At one end of the spectrum, **Noam Chomsky** defines it as "a conspiracy of the Western elite to establish private tyrannies across the world" (or so he is reputed to have said this according to information found on the Web (<http://www.globalism.com.au/>) the current premier tool of global cultural imperialism). At the other end is the **Disneyland** definition found in the song "It's a small, small world." In between these two extremes is the reality that world-wide we all have a great deal in common and the threads of commonality are increasing even in the face of counter trends to-

ward cultural exclusivity and isolation, as exemplified by fundamentalisms of all kinds.


**Chomsky** is perhaps most concerned with the economic and political forms of tyranny practiced by Western business and government interests in their ever expanding quest for larger and larger markets and resources. Cultural tyranny is, however, also possible. Our television sets have of late been saturated with the news of the clashes between opposing cultures. On the one hand, we librarians look with pride at the peace that exists in our libraries although philosophies radically opposed to each other are separated by inches and feet of shelving. On the other hand, we are also the agents of a worldview that values providing students with access to what some would define as correct and incorrect/corrupt/dangerous views. We even go to great lengths to guard our right to give readers access to what many would define as Web and paper porn.

What should we be doing? Should we collect only those books affirming the cultural mores of those who pay our bills? An anti-globalist might claim that it is the right of an indigenous culture to provide only those resources affirming the regime's legitimacy, which do not lead students philosophically astray. This happens, of course, all the time. I was interested in the pre-bombing **CNN** newsreel footage of a **Taliban** university library. While it looked very modern, I assumed its contents were carefully selected to support the views of the ruling party. An anti-globalist might have clapped for joy. A globalist would have done just the opposite. What should we be doing? Should we as librarians stick to our freedom-to-read beliefs and make sure our readers have access to the full spectrum of the good, the bad, and the ugly?

I suppose while I can sympathize a bit with the sentiments of the anti-globalists, I find that I have to side with those who believe that readers should have the right to read freely and make up their own minds. Recently, I came across a letter from a Chinese scholar who had recently spent several months using our library. While noting that the library was wonderful, he said something very profound which con-

firms the importance of libraries as well as publishing and bookselling: He said: "reading is never exclusively a passive experience. I have to bring the whole of myself to the experience . . . what I have been doing here is not a monologue, but has become a dialogue between the authors and me." I don't know the degree to which his home library is able to collect and present all points of view, but I do know that decades of war and civil unrest have taken their tide in China and weakened the ability of many libraries to provide the raw materials needed for scholars like this to commune with the millions of authors who have worked before them. You can't dialogue with absent authors.

But the ravages of war aren't the only causes of lost content. I fear too often we forget the importance of what is going on in our libraries. We forget that readers are entering into a dialogue with authors past and present. This truth gets lost in our librarian talk about e-learning and e-journals, resource sharing and collaboration, MARC and metadata, etc., etc. Since reading this reader's words, my own views of what is happening in the minds of our Gap-clothed students who sprawl their books and Sony laptops across library tables (very universal, very global in design), have changed. I try to remember that when my colleagues and I make decisions about selection, acquisitions, cataloguing (the non American spelling is the result of UK globalization power on my Hong Kong configured computer), reference, and preservation — what we are really doing is making decisions which will impact the dialogue that takes place between our readers and the thousands/millions of authors whose words inhabit our library.

Of course all of this is "the sky is blue" thinking. Libraries have and will always be critical to the learning process. **Karl Marx** and **Robert Morrison**, the first Protestant missionary to China, both sat in the same British Museum library and dreamed dreams based upon the dialogues they were having with the authors of the past. We just need to make sure we are physically and virtually making such dreaming/thinking possible. 

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archive of seven distinct components for each language. Contributions are heartily invited. The database, sponsored by the Long Now Foundation, will be available online, in a single volume reference book, and distributed on an extreme longevity nickel disk. — <http://www.rosettaproject.org/>

## Reference

For international research in African studies, **Africa Research Central**, a clearinghouse of African primary sources, is the tool of choice for locating primary research materials. Founded in 1998 by Ph.D.s **Susan Tschabrun** and **Kathryn Green**, the site offers a fully searchable database of repositories by type (archives, library, museum), country, and 15 types of primary sources (such as ephemera, film,

grey literature, manuscripts), and the ability to simply browse by country. The persistent links offer a Preservation section for institutions to publicize their preservation needs, as well as a Resources section with links arranged in five categories including Guides to African Studies Resources, Other Sources of Repository Information, Organizations and Associations, Preservation and Conservation Information, and Information for Archivists. — <http://www.africa-research.org/mainframe.html> 